Learning Activity Planning Guide
Developed by Tara Fortune
Reference: Gibbons, P. (2002). *Scaffolding language scaffolding learning*. Portsmouth, NH: Heinemann.

	Preview Activities	**Focused Learning Activities**	**Expansion Activities**
Content • Generalizations or "big ideas" • Key Concepts • Facts	Jigsaw reading/listening, expert/home investigative teams, brainstorming with info grid/graphic organizer, semantic web, video, field trip, KWPL, reader questions, prepare interview questions	Expert interview, Language Experience Approach, joint text construction (T-Sts or St-St), pause and predict/pose question, shared big book, re-present key ideas with graphic organizer, jigsaw reading/listening task	Picture sequencing, story innovation, retell from perspective of one character, recreate story as cartoon strip, develop time line or place map retelling main events, retelling narrative in "hot seat" activity focused on one character/key event, freeze frame drama activity, text reconstruction by sentences/paragraphs, true/false questions with literal and inferential items, whole class discussion or debriefing, create and present poster
Culture • Products • Practices • Perspectives	Describe and predict purpose and use of cultural artifact	Identify unknown products or practices, interview cultural informant, e-mail or survey native speakers as cultural informants, read authentic documents that illustrate cultural concepts, native speakers as guest presenters in class	Rewrite a story from a different cultural viewpoint, question text for examples of stereotyping or people or places, list words and ideas associated with key people in the text and reflect on hidden assumptions/messages, compare and contrast product, practice, perspective with US culture, reflect on and discuss cultural beliefs that underlie products and practices

Genre • Text Purpose • Text Structure • Linguistic Features	Identify purpose for reading, predict elements of text structure, call attention to common linguistic features	Modeled reading, pause and predict/pose question, search for and make list of linguistic features	Recount with graphic organizer of story map, rewrite the ending, rewrite the story in a different genre
Learning Strategies • Metacognitive • Cognitive • Social/Affective	Predict, visualize as you listen to a read aloud, skim for gist, preview, plan and sequence what to do, use background knowledge to identify what is known, what is predicted	Summarizing, re-constructing info with graphic organizers, guess from context, predict, question for clarification, monitor comprehension/ production, scan for specific info, work with peers cooperatively, use positive self talk	Use a rule/make a rule, visually represent the info/idea, replay info, use reference materials and resources to extend/clarify, reflect on what you learned in a learning log or journal, make analogies
Language • Words, Phrases, Idioms • Grammatical Structures • Communicative Functions • "Unanalyzed chunks"	Word wall/word bank, pictures/realia/gestures, introduce essential grammar structures and new vocabulary, predicting with semantic web from individual word or phrase, predict from title/key illustration/first sentence, picture walk, storytelling in L1, text skimming and scanning	Barrier/Info gap games, use pictures to cue meaning, guess unknown word meanings while reading/listening, reading aloud to students, add to information grid/graphic organizers, identify synonyms and antonyms	Jumbled sentences, word masking with post its, read aloud with an audiotaped version of text, Readers' Theatre, cloze with content vocabulary/grammar item, vanishing cloze, sentence reconstruction by words, phonic families analysis, picture and sentence matching, jumbled sentences, dictogloss with grammatical structure using familiar lang./concepts